



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

23636 S. 204th St, Queen Creek, AZ 85242

Queen Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Highly Performing  
2004-05 Highly Performing  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Erika Copeland  
Schedule : 08:00 AM to 04:00 PM  
Grades : Pre-K-5  
Web Address : [www.qcUSD.org/QCE/](http://www.qcUSD.org/QCE/)  
Phone Number : (480) 987-5920  
Fax Number : (480) 987-0612  
E-mail : [ecopeland@qcUSD.org](mailto:ecopeland@qcUSD.org)

### Mission

Learning for All: Whatever it Takes!

Queen Creek Elementary will provide a safe and orderly climate where students acquire the knowledge, skills and attitudes essential for lifelong learning and responsible citizenship.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

ü Queen Creek Elementary School will increase the percent of students achieving at the Meets and Exceeds level on the state administered test.

ü Students will increase performance in language arts with a focus on the writing process, application of skills and self-reflection. 6+1 Traits will be utilized and will focus our students on reflective assessment practices.

### Enrollment

October 1, 2005 School Year Student Enrollment : 386  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 54

## Instructional Programs

- Ü Standards-Based Instruction
- Ü Technology Instruction
- Ü Gifted Program
- Ü Title I Reading
- Ü Character Counts!
- Ü ELL
- Ü Music/Band
- Ü Tutoring

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

QCE will communicate and work with parents to identify the needs of each child and provide the highest quality education possible in an atmosphere that is safe, orderly and conducive to learning.

### Parents

Parents should communicate and work cooperatively with teachers, model a positive attitude toward school, provide time for homework, participate in school activities, ensure maximum attendance and support school discipline.

## Transportation Policy

We provide transportation for students in our boundary to & from school including special needs students, after school activities & field trips. Boundaries: east=Ellsworth Rd; west=188th St. & Sossaman Rd; south=Hunt Highway; north=Chandler Hgts. Rd.

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü 2 "People to People" Student Ambassadors	2005
Ü Highly Performing School	2005
Ü Recipient of SRP Science Grant	2005

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	278	80010	94	97	99	459	468	447	4	3	10	18	11	18	54	58	53	24	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	123	38935	90	95	99	468	472	447	NA	1	9	15	11	19	58	59	55	27	29	17
Male	42	155	40974	98	99	98	453	465	448	7	5	11	19	11	18	52	56	52	21	28	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	36	86	34545	90	96	99	440	448	432	8	5	14	25	20	24	56	62	53	11	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	29	177	35142	100	98	99	479	479	465	NA	2	5	7	6	11	55	55	56	38	38	28
Students with Disabilities	NC	28	10161	NC	90	93	NC	438	419	NC	11	28	NC	29	28	NC	54	36	NC	7	8
Students without Disabilities	62	250	69849	95	98	100	462	471	451	3	2	7	16	9	17	55	58	56	26	31	19
Limited English Proficient Students	13	21	14013	100	100	97	416	423	413	15	14	24	38	29	34	46	57	39	NA	NA	3
Migrant Students	NC	11	603	NC	100	96	NC	414	417	NC	36	22	NC	9	32	NC	55	42	NC	NA	4
Economically Disadvantaged	33	82	39029	92	95	98	446	450	432	9	5	14	27	20	25	42	57	52	21	18	9
Non-Economically Disadvantaged	35	196	40981	97	98	100	470	476	462	NA	2	6	9	7	13	66	58	54	26	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	278	79438	94	97	98	457	474	451	3	2	9	28	13	24	57	64	56	12	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	123	38775	90	95	99	472	485	457	NA	NA	7	12	6	22	73	66	58	15	28	13
Male	42	155	40560	98	99	97	447	466	446	5	3	12	38	19	25	48	63	54	10	15	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	36	86	34297	90	96	98	443	457	434	6	2	14	36	24	31	50	60	50	8	13	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	29	177	34887	100	98	98	469	483	471	NA	2	4	21	8	15	66	65	63	14	25	18
Students with Disabilities	NC	28	9588	NC	90	88	NC	441	416	NC	11	30	NC	39	32	NC	36	34	NC	14	5
Students without Disabilities	62	250	69850	95	98	100	461	478	456	2	1	7	26	10	23	60	67	59	13	22	12
Limited English Proficient Students	13	21	13856	100	100	96	417	424	407	8	5	27	69	57	43	15	33	29	8	5	1
Migrant Students	NC	11	600	NC	100	96	NC	420	418	NC	18	22	NC	45	38	NC	27	39	NC	9	2
Economically Disadvantaged	33	82	38685	92	95	97	446	454	435	6	4	14	33	24	32	48	60	50	12	12	5
Non-Economically Disadvantaged	35	196	40753	97	98	99	466	482	467	NA	1	5	23	9	16	66	66	62	11	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	68	280	79971	94	98	99	434	448	423	3	1	8	38	32	41	59	62	49	NA	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	125	38974	90	96	99	451	466	437	NA	1	5	31	15	33	69	77	57	NA	7	4
Male	42	155	40895	98	99	98	422	433	410	5	2	10	43	46	47	52	50	41	NA	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	36	86	34481	90	96	99	427	438	410	6	3	10	31	30	46	64	64	43	NA	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	29	179	35150	100	99	99	437	451	437	NA	1	5	48	34	35	52	60	56	NA	6	5
Students with Disabilities	NC	28	10258	NC	90	94	NC	424	377	NC	4	23	NC	43	51	NC	50	25	NC	4	1
Students without Disabilities	62	252	69713	95	99	100	439	450	429	2	1	5	37	31	39	61	63	52	NA	4	3
Limited English Proficient Students	13	21	13985	100	100	97	412	408	382	8	5	18	38	57	54	54	38	27	NA	NA	0
Migrant Students	NC	11	608	NC	100	97	NC	385	389	NC	18	16	NC	45	50	NC	36	33	NC	NA	0
Economically Disadvantaged	33	83	38994	92	97	98	429	437	409	6	2	10	33	36	47	61	60	41	NA	1	1
Non-Economically Disadvantaged	35	197	40977	97	99	100	438	452	437	NA	1	5	43	30	34	57	63	56	NA	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	315	80147	97	99	99	486	504	482	10	3	11	15	10	17	49	52	49	25	35	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	149	39281	93	98	99	479	500	483	8	2	9	12	11	17	58	54	50	23	33	24
Male	33	166	40780	100	99	98	490	507	482	12	5	12	18	9	17	42	49	48	27	37	24
African American	NC	NC	4249	NC	NC	99	NC	NC	464	NC	NC	17	NC	NC	22	NC	NC	48	NC	NC	13
Hispanic	26	84	33494	93	99	99	467	489	466	19	8	15	27	17	23	38	48	49	15	27	14
Asian/Pacific Islander	NC	11	2103	NC	100	99	NC	479	515	NC	NA	4	NC	18	8	NC	73	44	NC	9	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	28	216	36122	100	99	99	499	511	501	4	2	5	7	7	10	57	52	50	32	39	35
Students with Disabilities	NC	34	10295	NC	100	92	NC	459	443	NC	18	33	NC	29	26	NC	32	33	NC	21	8
Students without Disabilities	53	281	69852	96	99	100	492	509	488	6	2	7	15	7	16	53	54	51	26	37	26
Limited English Proficient Students	12	23	12722	100	100	97	425	454	441	42	22	27	42	35	33	17	35	37	NA	9	3
Migrant Students	10	11	622	91	92	97	NA	467	454	NA	9	19	NA	36	30	NA	36	43	NA	18	8
Economically Disadvantaged	33	85	38371	94	96	97	475	487	465	15	8	15	24	15	23	36	53	49	24	24	13
Non-Economically Disadvantaged	26	230	41776	100	100	100	498	510	498	4	2	6	4	8	11	65	51	49	27	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	315	79686	97	99	98	472	487	470	5	2	11	24	15	24	64	73	57	7	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	149	39163	93	98	99	472	490	475	4	1	9	23	12	22	69	76	60	4	11	10
Male	33	166	40438	100	99	97	472	485	465	6	3	13	24	17	25	61	70	54	9	10	7
African American	NC	NC	4228	NC	NC	98	NC	NC	458	NC	NC	15	NC	NC	28	NC	NC	53	NC	NC	4
Hispanic	26	84	33299	93	99	98	449	470	452	12	7	17	35	19	32	50	69	47	4	5	3
Asian/Pacific Islander	NC	11	2097	NC	100	99	NC	465	490	NC	NA	5	NC	36	13	NC	64	68	NC	NA	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	28	216	35914	100	99	98	492	495	489	NA	0	5	14	12	15	75	75	67	11	13	14
Students with Disabilities	NC	34	9808	NC	100	87	NC	458	432	NC	9	35	NC	32	32	NC	56	30	NC	3	3
Students without Disabilities	53	281	69878	96	99	100	477	491	475	4	1	8	19	13	23	70	75	61	8	11	9
Limited English Proficient Students	12	23	12594	100	100	96	419	441	422	25	13	34	50	48	45	25	35	21	NA	4	0
Migrant Students	10	11	611	91	92	95	NA	452	439	NA	9	22	NA	36	39	NA	55	37	NA	NA	2
Economically Disadvantaged	33	85	38095	94	96	97	461	471	452	9	6	17	27	22	32	61	69	48	3	2	3
Non-Economically Disadvantaged	26	230	41591	100	100	99	487	493	486	NA	1	6	19	12	16	69	74	65	12	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	316	80372	97	99	99	473	500	475	5	2	4	29	16	30	66	79	64	NA	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	151	39452	93	99	99	489	508	488	4	1	3	19	11	22	77	84	72	NA	3	3
Male	33	165	40836	100	99	98	461	493	464	6	2	6	36	20	37	58	74	56	NA	4	1
African American	NC	NC	4264	NC	NC	99	NC	NC	465	NC	NC	5	NC	NC	35	NC	NC	59	NC	NC	1
Hispanic	26	84	33608	93	99	99	444	483	462	12	6	6	38	19	36	50	75	57	NA	NA	1
Asian/Pacific Islander	NC	11	2098	NC	100	99	NC	514	500	NC	NA	2	NC	NA	16	NC	100	75	NC	NA	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	28	217	36213	100	99	99	494	506	489	NA	0	2	21	15	22	79	80	72	NA	5	3
Students with Disabilities	NC	33	10526	NC	97	94	NC	473	427	NC	9	15	NC	27	53	NC	55	31	NC	9	1
Students without Disabilities	53	283	69846	96	99	100	486	503	482	NA	1	3	28	14	26	72	82	69	NA	3	2
Limited English Proficient Students	12	23	12747	100	100	97	407	452	432	25	13	12	50	35	52	25	52	36	NA	NA	0
Migrant Students	10	11	621	91	92	97	NA	461	452	NA	9	9	NA	27	40	NA	64	51	NA	NA	0
Economically Disadvantaged	33	85	38521	94	96	98	459	485	461	9	4	6	33	26	38	58	68	55	NA	2	1
Non-Economically Disadvantaged	26	231	41851	100	100	100	492	506	489	NA	1	3	23	12	22	77	83	72	NA	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	295	79306	100	100	99	513	518	504	13	6	13	14	14	20	53	54	49	21	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	142	38845	100	100	99	517	518	505	11	5	11	14	18	20	51	51	50	24	27	18
Male	43	153	40383	98	99	98	509	519	504	14	7	14	14	10	19	53	58	47	19	25	19
African American	NC	11	4171	NC	100	98	NC	517	485	NC	9	20	NC	9	26	NC	55	44	NC	27	10
Hispanic	38	71	32673	100	100	99	498	495	487	16	14	18	18	25	25	58	46	46	8	14	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	39	204	36234	100	100	99	528	527	523	8	3	6	10	10	13	49	57	52	33	30	28
Students with Disabilities	14	35	10286	93	97	91	456	468	462	50	34	41	29	29	27	7	29	27	14	9	5
Students without Disabilities	66	260	69020	100	100	100	524	525	510	5	2	9	11	12	18	62	58	52	23	28	21
Limited English Proficient Students	10	17	10291	100	100	96	NA	452	458	NA	41	38	NA	24	34	NA	35	26	NA	NA	2
Migrant Students	NC	11	630	NC	100	95	NC	474	478	NC	27	24	NC	27	27	NC	36	43	NC	9	6
Economically Disadvantaged	34	77	37437	97	97	97	498	502	486	18	12	19	21	18	26	53	57	46	9	13	9
Non-Economically Disadvantaged	46	218	41869	100	100	100	524	524	521	9	4	7	9	12	14	52	53	51	30	30	27

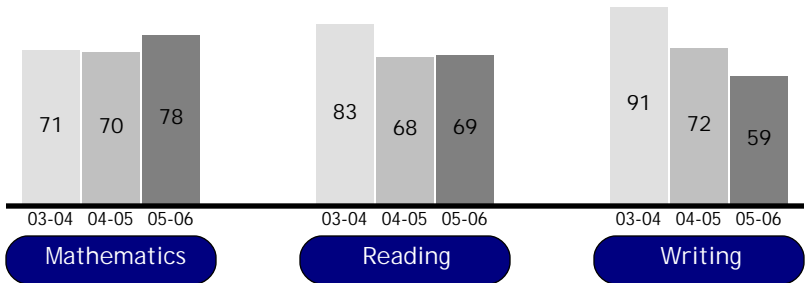
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	295	79000	100	100	98	491	503	489	3	2	10	30	19	24	60	69	58	8	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	142	38774	100	100	99	499	509	494	NA	1	7	27	16	22	62	71	61	11	12	10
Male	43	153	40150	98	99	98	485	497	485	5	3	12	33	22	25	58	68	55	5	7	8
African American	NC	11	4153	NC	100	98	NC	514	476	NC	NA	13	NC	NA	30	NC	91	53	NC	9	4
Hispanic	38	71	32508	100	100	98	479	477	472	5	7	15	39	38	33	55	54	49	NA	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	39	204	36135	100	100	98	503	511	508	NA	NA	4	23	14	14	62	74	67	15	13	15
Students with Disabilities	14	35	9991	93	97	88	457	470	449	14	11	33	50	40	36	36	49	29	NA	NA	2
Students without Disabilities	66	260	69009	100	100	100	498	507	495	NA	0	6	26	17	22	65	72	62	9	11	10
Limited English Proficient Students	10	17	10199	100	100	95	NA	438	439	NA	24	35	NA	59	47	NA	18	18	NA	NA	0
Migrant Students	NC	11	629	NC	100	95	NC	460	457	NC	9	22	NC	55	41	NC	36	37	NC	NA	1
Economically Disadvantaged	34	77	37234	97	97	97	476	483	472	3	4	15	41	32	33	56	61	50	NA	3	3
Non-Economically Disadvantaged	46	218	41766	100	100	99	503	510	505	2	1	5	22	15	16	63	72	65	13	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	80	291	79611	100	99	99	511	526	496	1	1	7	35	20	37	63	78	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	37	141	39016	100	100	99	521	540	511	NA	NA	4	27	12	29	70	87	66	3	1	1
Male	43	150	40519	98	97	98	502	513	482	2	2	10	42	28	44	56	70	46	NA	NA	0
African American	NC	11	4188	NC	100	98	NC	530	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	38	69	32855	100	97	99	507	507	481	3	3	10	32	30	43	66	67	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	39	202	36380	100	100	99	515	532	511	NA	0	4	38	17	30	59	82	65	3	0	1
Students with Disabilities	14	35	10664	93	97	94	456	495	440	7	3	23	71	43	54	21	54	22	NA	NA	1
Students without Disabilities	66	256	68947	100	99	100	522	530	504	NA	1	4	27	17	34	71	82	61	2	0	1
Limited English Proficient Students	10	17	10362	100	100	97	NA	475	438	NA	6	22	NA	59	57	NA	35	21	NA	NA	NA
Migrant Students	NC	11	636	NC	100	96	NC	494	467	NC	9	14	NC	27	47	NC	64	38	NC	NA	0
Economically Disadvantaged	34	75	37626	97	95	98	505	511	479	3	1	10	29	32	45	68	67	45	NA	NA	0
Non-Economically Disadvantaged	46	216	41985	100	100	100	516	531	511	NA	1	4	39	16	30	59	82	65	2	0	1

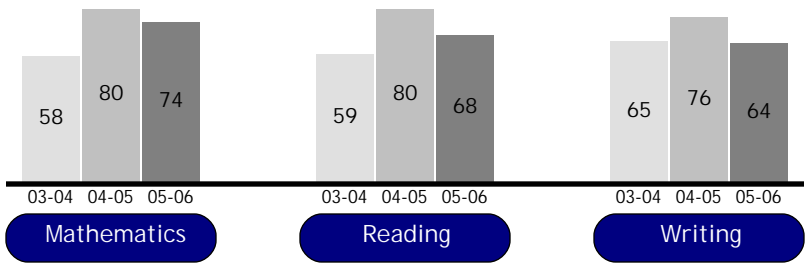
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	59	NA	58	97	44	57	47	98	52	61	46
	Language	100	45	57	50	97	53	62	47	98	63	68	48
	Mathematics	100	60	69	64	99	51	58	50	98	68	65	52
3	Reading	100	66	NA	55	100	42	55	44	93	44	59	46
	Language	100	75	70	61	100	41	56	44	93	50	63	46
	Mathematics	100	77	79	61	100	51	59	51	93	56	67	52
4	Reading	100	67	NA	56	100	54	60	48	97	48	63	52
	Language	100	65	63	52	100	56	61	49	97	44	61	52
	Mathematics	100	79	77	61	100	63	65	53	97	54	70	58
5	Reading	100	56	NA	55	95	57	60	50	99	56	67	56
	Language	100	58	60	49	95	57	60	50	99	56	67	54
	Mathematics	100	71	73	63	94	58	59	49	99	58	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Queen Creek Elementary School

## School Site Council

### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

### Council Duties

- Ü Parent/Educator Relations
- Ü Curriculum Involvement
- Ü School Improvement
- Ü School Safety Issues
- Ü Extracurricular Activities

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	25.00
Other Professional Staff	1.90	Teacher Aide	6.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	2	1	0	0
4 to 6 years	11	2	0	0
7 to 9 years	4	1	0	0
10 or more years	3	2	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

- Ü Computer Lab
- Ü Media Center
- Ü Music Room
- Ü Gym

### Extracurricular Activities

- Ü Student Council
- Ü Chorus
- Ü Accelerated Reader Club
- Ü Computer Club
- Ü Basketball Clinic
- Ü Arts and Crafts Club
- Ü Homework Club
- Ü 5th grade band

### Social Services

- Ü Breakfast Program
- Ü School Counselor
- Ü Lunch Program
- Ü Health Services
- Ü Recreational Activities

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü In grades 2-5, our students continue to demonstrate academic growth in the areas of reading, writing and math as measured by standardized testing.

ü Students substantially exceeded established reading goals in the Accelerated Reader Program.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	89	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

A cornerstone of the climate and community of QCE is our 'Character Counts' program. This program directly supports our school mission and goals and encourages citizenship. Self-esteem, drug prevention, decision making, bully prevention and peer pressure are components of the 'STARS' and Lion's Quest programs used in the 4th and 5th grades.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Erika Copeland	(480) 987-5920
Transportation Policy	Edd Hennerley	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5983
Parent Organization	Melissa Reed	(480) 987-5920
Student Health/Nurse	Marilyn Martin	(480) 987-5925

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.